

GCSE

Classical Civilisation

**Unit A351: City Life in the Classical World
(Higher Tier)**

Specimen Paper

H

A351(H)

Time: 1 hour

Additional Materials: Answer Booklet (...pages)



INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- There are **two** options in this paper:
Option 1: Athens
Option 2: Rome
- Answer questions from **either** Option 1 **or** Option 2.
- Answer **one** question from Section A and **one** question from Section B of the option that you have studied.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.
- You will be awarded marks in Section B for the quality of written communication of your answer.

This document consists of **8** printed pages.

Option 1: Athens

Answer **one** question from Section A and **one** from Section B.

Section A

Answer **one** question from this section.

EITHER

- 1 The picture below shows a scene from a *symposium*.

Study the picture and then answer **all** the questions that follow.



Cup by the Tarquinia Painter

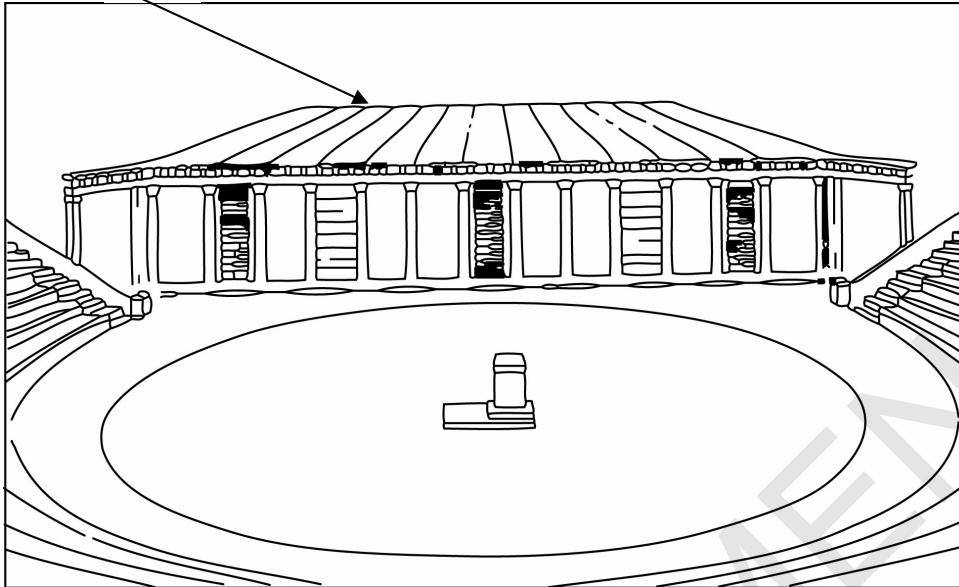
- (a) Give **two** details from the picture which tell us that this is a *symposium*. [2]
- (b) Explain why a *symposium* was entertaining for the guests. [6]
- (c) Explain why such occasions were important to an Athenian family, other than for men's entertainment. [7]
- (d) Do you think that the respective duties of the *kyrios* and the *kyria* meant that an Athenian household was organised to benefit a family in Athens? Explain your opinions. [15]

[Total: 30]

OR

2 Study the picture below and then answer **all** the questions that follow.

A



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- (a) Give **two** things that building **A** was used for. [2]
- (b) Describe how the performance of a comedy would differ from that of a tragedy. [6]
- (c) To what extent did the use of stage machinery improve the quality of the play for an ancient Greek audience? Explain your opinions. [7]
- (d) Explain why you think drama was or was not a fitting climax to the festival of the Great Dionysia. [15]

[Total: 30]

[Turn over]

Section B

Answer **one** question from this section.

You are reminded that marks are rewarded for the quality of written communication of your answer.

EITHER

- 1** Explain the advantages and disadvantages for an Athenian of living in a society dominated by so many gods. **[30]**

OR

- 2** To what extent was the Great Panathenaia a political as well as a religious festival?

Explain your opinions.

[30]

[Paper Total: 60]

Option 2: Rome

Answer **one** question from Section A and **one** from Section B.

Section A

Answer **one** question from this section.

Either

- 1 Study the picture below and then answer **all** the questions that follow.



© Barbara McManus

- (a) Give **two** ways in which you can tell that this is a marriage ceremony. [2]
- (b) Explain the significance of what happened at a wedding after the scene in the picture. [6]
- (c) How important was the wife in a Roman marriage? Explain your opinions with reference to the wife's duties and role within the marriage. [7]
- (d) How difficult was it for a Roman man to be a successful head of household (*paterfamilias*)? Explain your opinions. [15]

[Total: 30]

[Turn over]

Or

2 Study the picture below and then answer **all** the questions that follow.



© Museum of Classical Archeology

- (a) Give **two** types of animal show you can see in the picture. [2]
- (b) Explain how the Colosseum building would have impressed a visitor to ancient Rome. [6]
- (c) Explain why shows in the Colosseum might be considered blood thirsty. [7]
- (d) To what extent did the shows in the Colosseum offer the people and emperor of Rome more than just the chance to satisfy their bloodlust? Explain your opinions. [15]

[Total: 30]

Section B

Answer **one** question from this section.

Either

- 1** Explain the appeal of a day at the Circus Maximus in ancient Rome. **[30]**

Or

- 2** How was a Roman sacrifice organised so that it honoured the gods but also impressed the onlookers?

Explain your opinions.

[30]

[Paper Total: 60]

SPECIMEN

Copyright Acknowledgements:

Sources

Option 1

Q1: *Athenian Red Figure Vases - The Classical Period*, by John Boardman, Thames and Hudson 1997

Option 2

Q1: The VRoma Project, © Barbara McManus, 2001, 1986. <http://www.vroma.org/>

Q2: Zliten Mosaic © Museum of Classical Archeology, www.classics.und.ac.za

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Specimen Mark Scheme

The maximum mark for this paper is 60.

SPECIMEN

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.	
1	The picture below shows a scene from a <i>symposium</i> . Study the picture and then answer <u>all</u> the questions that follow.	[2]
(a)	Give <u>two</u> details from the picture which tell us that this is a <i>symposium</i> . Answers should give any two details from the picture: <ul style="list-style-type: none"> • game played • only men • reclining 	AO1:2
(b)	Explain why a <i>symposium</i> was entertaining for the guests. Answers may revisit (a) but must expand with more details and explanation of aspects noted would be entertaining. Answers should include details of key activities: <ul style="list-style-type: none"> • drank wine • down to dregs • flicked the wine at a target • target was usually a bronze disc • food • music • dance • sex • conversation. Answers should also demonstrate understanding of why the elements of the symposium made it entertaining for the guests: <ul style="list-style-type: none"> • the fun elements • relaxation 	[6] AO1:4 AO2:2
(c)	Explain why such occasions were important to an Athenian family, other than for men's entertainment. Answers should focus on: <ul style="list-style-type: none"> • promotion of the <i>Oikos</i> • relaxation Answers should demonstrate understanding of the reasons given, which might include:	[7] AO1:2

[illegible]

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
1(d) Cont'd	<ul style="list-style-type: none"> marriage - family authority did not allow women freedom in such matters and girls married young the women gained public respect and the chance for a family – importance to the continuation of the <i>oikos</i> contribution of wife to smooth running of household and so success of the <i>oikos</i> <p>Answers should evaluate with reference to the respective duties and assess the success of the <i>oikos</i>.</p>	AO2:5 AO3:5
2	<p>Study the picture below and then answer <u>all</u> the questions that follow.</p>	
(a)	<p>Give <u>two</u> things that building <u>A</u> was used for.</p> <p>Answers should give two things that the building was used for:</p> <ul style="list-style-type: none"> stage scenery actors getting changed raised platform to act on. 	[2] AO1:2
(b)	<p>Describe how the performance of a comedy would differ from that of a tragedy.</p> <p>Answers should include information about a Greek comedy and a Greek tragedy:</p> <p>Comedy</p> <ul style="list-style-type: none"> Types of character and dress: Slave: had a large mask, a short tunic, padding, leggings, a roly-poly costume and a phallus. This had comedic effect in terms of movement on stage. Typical actions for characters and plot devices: slave tricking old master, young son coming home at night. Type of content: less taxing on emotions because of a lack of serious religious content and were less moral. Comedies were really only light relief. Use of the chorus: could be comic in themselves, added interest through singing and dancing, which could also be comic <p>Tragedy</p> <ul style="list-style-type: none"> Types of character and dress: characters from myths – usually well known with long robes, decorated, dark colours, heavier, tragic masks, footwear-boots. Type of content – more serious religious content and more moral. Tragedies were the main part of festival Use of the chorus: allow for passing of time and moving story on, sometimes represented the opposing views to key characters and added splendour to the performance by dancing and singing. The 	[6]

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
2(b) Cont'd	<p>chorus sometimes explained the story.</p> <p>Answers should identify differences between the two, which should be based on the information given about tragedies and comedies:</p> <ul style="list-style-type: none"> • differences in the types of character and the ways the characters dressed. • differences in terms of movement of characters on stage: agility, stage presence and the use of voice and speed changing. • difference in purpose and type of content • differences in the use of the chorus 	<p>AO1:4</p> <p>AO2:2</p>
	<p>(c) To what extent did the use of stage machinery improve the quality of the play for an ancient Greek audience? Explain your opinions.</p> <p>Answers should include factual details about stage machinery:</p> <ul style="list-style-type: none"> • Ekkyklema • cranes <p>Answers should demonstrate understanding of what the stage machinery discussed was expected to achieve.</p> <p>Answers might also mention that the altar reminded people of religious significance of drama/ relationship to Dionysos.</p> <p>Answers should consider to what extent the stage machinery used improved the quality of the play for the ancient Greek.</p> <ul style="list-style-type: none"> • answers may refer to the realism or lack of it achieved by any of the effects they have discussed. • Explanations should reflect understanding of ancient Greek audience perception rather than twenty first century standpoint. 	<p>AO1:2</p> <p>AO2:3</p> <p>AO3:2</p>
	<p>The marking grid should be used to mark question 2(d).</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
	<p>2(d) Explain why you think drama was or was not a fitting climax to the festival of the Great Dionysia.</p> <p>Answers should include information about the Great Dionysia:</p> <ul style="list-style-type: none"> • parade of tribute • honouring of leading citizens • meat from sacrifices for the poor • including resident aliens • procession with statue 	<p>15</p>

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
2(d) Cont'd	<ul style="list-style-type: none"> • priest had pride of place • hymns • performance of drama <p>Answers should demonstrate understanding of the aspects of the festival chosen and their significance:</p> <ul style="list-style-type: none"> • the festival's role in the unification of Greeks • the unification of Athenians • the festival, (particularly the parade of tribute) as a statement of success of Athens • the festival as a celebration of democracy • that it raised the significance of drama • that it was an act of communal worship • plots of plays designed around honouring rather than performance. • fertility rights of Dionysus reflected in celebration of Drama. • actors became another person and wore masks as in Bacchic revels. 	AO1:5
	<p>Answers should evaluate whether or not drama was a fitting climax to the festival:</p> <ul style="list-style-type: none"> • it may be that they see the festival as a build up to the Dramatic festival rather than the other way round • answers can conclude either that it was or was not fitting, but must be based on the information and explanation given. 	AO2:5
		AO3:5

Option 1: Athens		
Section B		
Question Number	Answer	Max Mark
3	<p>The marking grid should be used to mark questions 3 and 4. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Explain the advantages and disadvantages for an Athenian of living in a society dominated by so many gods.</p> <p>Answers should include information about the different gods and their responsibilities, and different ways to honour them:</p> <ul style="list-style-type: none"> • the major gods and goddesses • sacrifice and offerings • the different areas of responsibilities of divinities • festivals, • family worship <p>Answers should demonstrate understanding of the different aspects of the gods.</p> <p>This will vary depending on which gods they have chosen to discuss.</p> <p>Answers should evaluate with discussion focused the freedoms and restrictions imposed by such a polytheistic society:</p> <ul style="list-style-type: none"> • fear of gods left them insecure • unpredictability of life • need for profitable life • but could identify with individuals • a clear hierarchy • chance for festivals • explain natural phenomena • easy to understand • better chance of personal link to god. <p>Answers might also argue that having society dominated by so many gods:</p> <ul style="list-style-type: none"> • was confusing • That they were not good examples • encourages scepticism. <p>The state was often involved in major expansion and the state was often divided on a matter.</p> <p>Gods were used as instruments of state policy.</p>	<p>[30]</p> <p>AO1:8</p> <p>AO2:8</p>

Option 1: Athens		
Section B		
Question Number	Answer	Max Mark
4	<p>To what extent was the Great Panathenaia a political as well as a religious festival? Explain your opinions.</p> <p>Answers should include factual details of the festival:</p> <ul style="list-style-type: none"> • the procession • ship-cart • new robe • animal sacrifices • distribution of meat. • games <p>Answers should demonstrate understanding different aspects of what took place:</p> <ul style="list-style-type: none"> • leisure • relaxation • unifying of people of Athens • celebration of the birth of the founder • communal worship • competitions for honour <p>Answers should evaluate the extent to which the festival was political as well as religious:</p> <ul style="list-style-type: none"> • discussion of the concept of the public face of Athens on view to visitors • the likely effect of this, e.g. the statement of Athens as a 'superpower' and her control over some neighbours and her allies via tribute. <p>Answers should not simply write about the different reasons why the festival was important but look for some balance in discussing the two key elements; religion and politics.</p>	<p>[30]</p> <p>AO1:8</p> <p>AO2:8</p> <p>AO3:14</p>

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.	
1	<p>Study the picture below and then answer <u>all</u> the questions that follow.</p> <p>(a) Give <u>two</u> ways in which you can tell that this is a marriage ceremony.</p> <p>Answers should include two details from the following:</p> <ul style="list-style-type: none"> • veiled woman • bride's attendant • joining hands • contract. <p>(b) Explain the significance of what happened at a wedding after the scene in the picture.</p> <p>Answers should include details of what happened at the wedding after the scene in the picture:</p> <ul style="list-style-type: none"> • the <i>pronuba</i>, matron of honour, would then join the couple's hands. (Presumably the scene shows this) • the wife's gown consisted of a white flannel or muslin tunic that had been made on an old-fashioned upright loom, and a girdle. • there was a knot at the waist of her dress to avert ill fortune • the new couple would offer up a sacrifice, usually a pig • the marriage contract, which had been drawn up beforehand, would be presented by the <i>auspex</i> • who was both priest and best man • and then the contract would be signed by the required number of witnesses • the <i>cena</i>, wedding breakfast, paid for by the groom, was eaten • gifts were given; and preparations for the procession were made • three boys with both parents living escorted the bride while the other guests shouted "<i>Talassio</i>", "<i>hymen hymenaeae</i>", and other obscenities and jokes • one of these boys would carry a special wooden torch lit from the bride's hearth • walnuts were thrown, symbolizing the hoped-for fertility of the bride • the bride or her attendant would carry a spindle and distaff, again symbolizing her role as weaving wife 	<p>[2]</p> <p>[6]</p>

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
1(b) Cont'd	<ul style="list-style-type: none"> the groom took part in singing the Fescenine verses and lighting the torches since the groom had to be at his house before the bride arrived in order to greet her there, the procession itself split when the procession arrived at the groom's house the bride rubbed the doorway with fat and oil and wreathed it with wool, reinforcing her role as domestic wife she then crossed the threshold very carefully or was even carried over in some instances since it was unlucky to step on it or trip on her way into her new house the bride touched water and fire elements that were essential to life through cooking and washing. there was a lavishly decorated mini-marriage bed in the hallway for the couple's spirits: the husband's genius and the wife's Juno Epithalamia, fertility songs, were sung at this point to encourage the couple to consummate the marriage having led the bride into the bedroom, the pronuba prayed with her for a blessing on the marriage, helped her undress and remove her jewellery and then put her into the bed only then would the groom enter, either alone or escorted by others the pronuba would offer a sacrifice and then leave. <p>Answers should explain the significance of the details given.</p>	AO1:4 AO2:2
(c)	<p>How important was the wife in a Roman marriage? Explain your opinions with reference to the wife's duties and role within the marriage.</p> <p>Answers should include the duties of the wife:</p> <ul style="list-style-type: none"> weaving providing clothes support at banquets tending children supervising slaves <p>Answers should demonstrate understanding of the position of the woman in a Roman marriage:</p> <ul style="list-style-type: none"> the wife did not choose husband was his property 	[7] AO1:2

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
1(c) Cont'd	<ul style="list-style-type: none"> • could not consort with whom she chose • was answerable to husband for behaviour and morals • age difference may be discussed • no access to finances • but she gained respectability • some authority in her new home (slaves for example). <p>Answers should evaluate the importance of the wife in a Roman marriage with reference to the duties and roles that they have discussed.</p>	AO2:3
(d)	<p>The marking grid should be used to mark question 1(d). The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>How difficult was it for a Roman man to be a successful head of household (<i>paterfamilias</i>)? Explain your opinions.</p> <p>Answers should include factual details of the duties and role of the <i>paterfamilias</i>:</p> <ul style="list-style-type: none"> • looking after family religion • sacrifices at home • supervision of family members • supervision/purchase of slave work force • responsibilities for finances of estate • general business decisions • public role • patronage <p>Answers should demonstrate understanding of the importance of these duties:</p> <ul style="list-style-type: none"> • importance for household of religious aspects • seeing the benefit of these duties to status and wealth of family and household • the importance of the public role, in establishing links, marriage ties, political connections and patronage <p>Answers should evaluate difficulty, or lack of it, in the context of Roman life.</p> <p>Answers can may conclude it was difficult, or not so difficult and conclusions either way are valid as long as they are supported by relevant references to importance of responsibilities and likely fears, concerns and difficulties.</p>	<p>AO3:2</p> <p>[15]</p> <p>AO3:5</p> <p>AO2:5</p> <p>AO3:5</p>

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
2	<p>Study the picture below and then answer <u>all</u> the questions that follow.</p> <p>(a)</p> <p>Romans used animals in different ways in the Collosseum.</p> <p>Give <u>two</u> types of animal show you can see in the picture.</p> <p>Answers should give two types of animal show from the picture:</p> <ul style="list-style-type: none"> • executions • animal hunts • bestiaries. 	[2]
	<p>(b)</p> <p>Explain how the Colosseum building would have impressed a visitor to ancient Rome.</p> <p>Answers should include factual details about the Colosseum:</p> <ul style="list-style-type: none"> • enclosed • high tiers • circular • different gates • 76 spectator gates • arches • awning • pulvinar • the 'decoration' of the arena. <p>Answers might focus on the entry of animals</p> <ul style="list-style-type: none"> • the animals were kept in cages • then their keepers forced them through the narrow passageways by burning their rears with torches • lifts operated by slaves were then used to raise the animals to the level of the arena floor. • animals then emerged into the amphitheatre through one of 28 trap doors set around the edge of the arena floor • sometimes the trap doors could be covered by scenery, to make them look like natural scenery 	[6]
	<p>Answers should discuss why the details chosen are impressive. This might include discussion of any of the details given above.</p> <p>Answers that have discussed the entrance of animals may explain how impressive it would have been to see wild animals apparently emerging from a cave or hill.</p>	AO1:4 AO2:2

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
(c)	<p>Explain why shows in the Colosseum might be considered bloodthirsty.</p> <p>Answers should include reference to a variety of entertainments, such as:</p> <ul style="list-style-type: none"> • executions • hunts • performing animals • vicious animals, from Africa, Egypt, Asia, Europe hunted or pitted against each other • killing of defenceless animals <p>Answers should demonstrate understanding of these, and might include:</p> <ul style="list-style-type: none"> • the enjoyment a Roman audience would get from watching killing as a performance • the spectacle of it all • that shows were used as means of public execution (midday games were pure slaughter) • but that it was also noble sport and men chose to join up, which also got rid of criminals. <p>Answers should relate identification and understanding of the nature of the shows to the concept of blood lust.</p>	<p>[7]</p> <p>AO1:2</p> <p>AO2:3</p> <p>AO3:2</p>
(d)	<p>The marking grid should be used to mark question 2(d). The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>To what extent did the shows in the Colosseum offer the people and emperor of Rome more than just the chance to satisfy their bloodlust? Explain your opinions.</p> <p>Answers should include factual details of the potential the shows offered both parties:</p> <ul style="list-style-type: none"> • exotic animals demonstrate Rome in control of so many areas of the world • people could see Rome's defeated enemies • animal versus man – Roman power over nature <p>Answers may refer to specific types of contest:</p> <ul style="list-style-type: none"> • Samnite/ Gaul/ Thracian/ Retiarius + weaponry. • Retiarius versus a heavily armed gladiator demonstrated skill versus brute force not just blood. <p>Answers should demonstrate understanding of different aspects of the motivation of both.</p>	<p>[15]</p> <p>AO1:5</p>

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
2(d) Cont'd	<p>Roman people:</p> <ul style="list-style-type: none"> • audience involvement • signalling life or death appealed without thinking about the consequences • replaces “the vote” so personal prestige • accessibility • demonstrates power of Rome to foreign visitors-pride for citizens • plebs value Roman citizenship. • Roman patriotism <p>Emperor:</p> <ul style="list-style-type: none"> • Emperor gains loyalty from the people • nobility of death spurs on the soldiers to fight in his armies • demonstrates power of the emperor <p>Answers might also discuss aspects such as pure admiration of fighting skill, like boxing today.</p> <p>Answers should use the information and explanation given to evaluate how the shows fitted the roles of both and the needs of each.</p>	AO2:5
		AO3:5

Option 2: Rome		
Section B		
Question Number	Answer	Max Mark
3	<p>The marking grid should be used to mark questions 3 and 4. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Explain the appeal of a day at the Circus Maximus in ancient Rome.</p> <p>Answers should include factual details of the races including the circus:</p> <p>Details of the circus:</p> <ul style="list-style-type: none"> • size of track • starting gates set back • fast/dramatic start • oval so there was a long straight/tight turns –for danger • inside lane+ graze <i>meta</i> with wheel going around curve at end of <i>spina</i>. - Most dangerous • seating all-round and tiered to give maximum view • prominence of emperor with own box • splendour of Rome celebrated by <i>spina</i>. <p>Details of the races:</p> <ul style="list-style-type: none"> • charioteers wore colours as part of their team • people supported a team and bet on colours • or idolised particular charioteers. <p>Answers should demonstrate understanding of how the different aspects would have contributed to the appeal of the day:</p> <ul style="list-style-type: none"> • people won money • supported teams • crashes often occurred so impressed spectators. • charioteers' popularity with women • they were favourites because of the danger/excitement • they were seen as heroic because they risked their lives. <p>Answers should evaluate appeal in the context of daily life for citizens in Rome:</p>	<p>[30]</p> <p>AO1:8</p> <p>AO2:8</p>

Option 2: Rome		
Section B		
Question Number	Answer	Max Mark
3 Cont'd	<ul style="list-style-type: none"> • races were a release of tension • people idolised their heroes • children had played chariots • it was a spectacular occasion • it was a holiday. <p>Evaluation should be based on evidence and reasons discussed above.</p>	AO3:14
4	<p>How was a Roman sacrifice organised so that it honoured the gods but also impressed the onlookers? Explain your opinions.</p> <p>Answers should include factual details about sacrifice, which might include:</p> <ul style="list-style-type: none"> • the selection of the animal • decorating it • the journey to the temple-its willingness to go • the stages of the sacrifice at the altar including the officials present: <ul style="list-style-type: none"> • Chief priest/pontifex=to oversee ceremony • <i>Popa</i> =strikes with hammer • knife man = to slit throat • flute player = drowns out unwanted noise • attendants = to deal with meat etc • <i>Haruspex</i> =to examine entrails. • entrails examined to see if animal healthy • if so then the omens were good. <p>Answers should demonstrate understanding of what the different elements signify.</p> <p>Answers should evaluate how far the religious and the public nature both played a part:</p> <ul style="list-style-type: none"> • discussion of the religious significance of why something was done, • but also whether the extravagant nature had an element of demonstrating the status of officials • many people were excluded from the sacrifice • and those who could attend watched from a distance. • the procession was also a very public display. 	<p>[30]</p> <p>AO1:8</p> <p>AO2:8</p> <p>AO3:14</p>
Paper Total		[60]

	AO1		AO2		AO3	
	Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.		Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.		Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.	
Thorough	5	8	5	8	5	12-14
	Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Essays only - text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>		Demonstrates thorough understanding of evidence with clear and detailed explanation.		Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.	
Sound	4	6-7	4	6-7	4	9-11
	Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Essays only - text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>		Demonstrates sound understanding of evidence with explanation.		Sound evaluation with analysis of evidence. Answers offer a personal response to the question.	
Some	3	4-5	3	4-5	3	6-8
	Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Essays only - text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>		Demonstrates some understanding of evidence with some explanation.		Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.	
Limited	2	2-3	2	2-3	2	3-5
	Demonstrates limited relevant knowledge and information. <i>Essays only - text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>		Demonstrates limited understanding of evidence.		Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.	
Minimal/ None	0-1	0-1	0-1	0-1	0-1	0-2
	Demonstrates minimal or no relevant knowledge. <i>Essays only - text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>		Demonstrates minimal or no understanding of evidence.		Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.	

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)	2	0	0	2
1(b)	4	2	0	6
1(c)	2	3	2	7
1(d)	5	5	5	15
2(a)	2	0	0	2
2(b)	4	2	0	6
2(c)	2	3	2	7
2(d)	5	5	5	14
3	8	8	14	30
4	8	8	14	30
Totals	21	18	21	60